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**HIS 121: United States History from Colonization to Reconstruction**

**Tidewater Community College, Portsmouth Campus**

**Fall Semester, 2013**

**August 24th, 2013 – December 16th, 2013**

**Professor Adam Patrick Henry**



**Official TCC Course Syllabus**

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| Discipline Prefix: HIS | Course Number: 121 | | Course Title: United States History I – American History from Colonization to Reconstruction. |
| Course Section: N13P/54646 | |
| Credit Hours: 3.0 | Lecture Hours: 3.0 | |
| Semester: Fall, 2013 | |
| Meeting Days/Time/Location: Monday evenings, 7:00 PM – 9:50 PM Building B, Room 226 | | | |

**Instructor Information**

Name: Adam Patrick Henry

Office Location: To Be Determined

Office Hours: To Be Determined

Contact Information:

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Blackboard site: <http://learn.vccs.edu>

# Course Information

### Course Description

HIS 121 – 122 surveys United States History from its beginning to the present: HIS 121 surveys from Colonization through Reconstruction.

### Prerequisites and/or Co-requisites

Placement in ENG 111

### Required Course Texts and Supplementary Materials

Making America: A History of the United States, by Carol Berkin, Christopher Miller,

Robert Cherny, and James Gormly, Cengage, 2012, 6th Complete Edition.

Supplemental reading materials will be determined by the professor.

### Course Learning Outcomes

After the completion of this course, students will be able to:

I. Describe the major events, individuals, forces, and ideas behind colonization.

II. Describe the struggle leading to independence for the United States of America.

III. Criticize the debate over the writing and ratification of the Constitution and the divergent

Interpretations of the document that followed.

IV. Understand the development of the American political system and the limits and expansion of

Individual involvement in political debate and participation.

V. Describe foreign policy issues from the Early National Period through the Civil War that helped shape

the geographical, political, and cultural boundaries of the nation.

VI. State the divergent social and economic paths taken by the North and South, the struggles to protect and abolish slavery and the impact both had on the development of the nation.

VII. Describe the influence and importance of race, gender, class and ethnicity from both individual and national perspectives.

VIII. Describe the importance of religious, social, cultural, economic, and political developments to the national experience from colonial settlement to the end of the course.

IX. Examine the causes and consequences of the Civil War from the early debates over slavery through the end of the course.

### Topics Covered in the Course

I. Colonization – The ecological, political, and social implications of European conquest of North and South American in the late 15th and early 16th Centuries will be considered in this section. The foundation of mercantilism and imperial systems throughout the Western Hemisphere will be analyzed.

II. The American Revolution – The causes of the American War for Independence, the conduct of the War, and the implications of the conflict for Americans and other world powers will be reviewed in this section.

III. The Creation of the Constitution and the Rise of Political Parties – The replacement of the Articles of Confederation with the United States Constitution in the late 1780s and the conflict over ratification which ensued between Federalists and Antifederalists, created major disturbances in the political environment of the United States. Although not directly related to the conflict over ratification, political differences eventually resulted in the emergence of political parties at the turn of the century.

IV. United States Foreign Policy – Although typically portrayed as an isolationist foreign policy, the United States was expansive, imperialistic, and even aggressive in its territorial conquests during its first century. The acquisition of the Louisiana Territory, the War of 1812, conflict with Native Americans, and the Monroe Doctrine were all major foreign policy events of the period.

V. Reform in America – The expansion of democracy in America, temperance movements, abolitionism, the women’s movement, and efforts toward common schools are all chronicled in this section of the course.

VI. Westward Expansion – “Manifest Destiny” – often portrayed as the inevitable progression of Americans will pioneering spirit and exceptional character – was the result of purposeful machinations, violent action, and much good fortune. The rapid westward expansion, though, had major implications on the domestic politics of the nation; these implications would eventually lead to Civil War.

VII. Slavery – The cause of the Civil War was slavery. Call it what you like: states’ rights, economic differences, or cultural and societal heritage. Understanding slavery and it’s consequences is crucial to understanding American History.

VIII. The Civil War and Reconstruction, including causes and consequences. The epic struggle between North and South would result in “a new birth of freedom.” The war remains the deadliest in American History, and it’s implications continue to resound in modern culture and society. The Reconstruction of the United States, an effort to reconstruction physically and socially, would prove to be a failure in the short term, but it was the launch of a movement of equality and civil justice which has continued to make progress, in fits and starts, for the past 150 years.

### Description of Assignments/Assessments

# Course Schedule

The following course schedule may change due to the progression of the course. The course schedule may change at the discretion of the instructor; however, students will be notified in writing when any changes/additions are made to the schedule.

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| **Unit or Week** | **Topics for the Week and Assigned Readings:** | **Assignments:** |
| **Aug 26th, 2013** | Introduction to HIS 121 – The Colombian Exchange, Colonization of North and South America. Read Chapter 1, “Making a ‘New’ World and Chapter 2, “A Continent on the Move” from Making America, pages 2 – 51. |  |
| **Sept 2nd, 2013** | **NO CLASS, LABOR DAY HOLIDAY** |  |
| **Sept 9th, 2013** | English Colonial America. Read Chapter 3, “Founding the English Mainland Colonies, 1585 – 1732” from Making America, pages 52 – 77. |  |
| **Sept 9th, 2013** | **LAST DATE TO WITHDRAW FOR A TUITION REFUND.** | **Withdrawal Deadline for Tuition Refund.** |
| **Sept 16th, 2013** | Changes in Law, Race, Gender and Economics. Read Chapter 4, “The English Colonies in the Eighteenth Century, 1689 – 1763.” Pages 78 - 102 |  |
| **Sept 23rd, 2013** | **TEST ONE ADMINISTERED TODAY.** *Will cover all of the information in Chapters 1 – 4 and all lecture material.*  The Road to Revolution. Read Chapter 5, “Deciding Where Loyalties Lie, 1763 – 1776,” pages 104 - 130 | **SEPT 23rd, 2013 TEST ONE ADMINISTERED** |
| **Sept 30th, 2013** | The Revolutionary War and the Emergence of America, Part I. Paper One Topics Introduced. Read Chapter Six, “Recreating America: Independence and a New Nation, 1775 – 1783,” pages 132 – 156. |  |
| **October 7th, 2013** | The Revolutionary War and the Emergence of America, Part II. Read Chapter Seven, “Competing Visions of the New Republic,” pages 158 – 182. |  |
| **Oct 14th, 2013** | The Constitution, The Articles of Confederation, and the Emergence of Political Parties. Read Chapter 8, “The Early Republic, 1796 – 1804,” pages 184 – 206. |  |
| **Oct 21st, 2013** | **TEST TWO ADMINISTERED TODAY.** Will cover all of the information in Chapters 5 -8 and all lecture material from January 29, 2013 to February 19, 2013.  Jefferson and Jeffersonian Democracy. Read Chapter Nine, “Increasing Conflict and War,” pages 208 – 230. | **OCT 21st, 2013 TEST TWO ADMINISTERED** |
| **Oct 28th, 2013** | The War of 1812 and the “Era of Good Feelings.” Read Chapter 10, “The Rise of a New Nation, 1815 – 1836,” pages 234 – 260. |  |
| **Oct 31, 2013** | **LAST DAY TO DROP COURSE WITHOUT ACADEMIC PENALTY!** | **OCT 31st, 2013 LAST DAY TO DROP WITHOUT ACADEMIC PENALTY** |
| **Nov 4th, 2013** | **PAPER ONE IS DUE.** What Hath God Wrought? Invention, Industrialization, Internal Improvements and the Rise of the Whigs. Read Chapter 11, “The Great Transformation: Growth and Expansion, 1828 – 1848,” pages 262 – 290. | **NOV 4th, 2013**  **PAPER ONE DUE** |
| **Nov 11th, 2013** | James K. Polk and the Death of the Whig Party – the Rise of the Sectional Conflict. Read Chapter 12, “Responses to the Great Transformation, 1828 – 1848,” pages 292 – 318. |  |
| **Nov 18th, 2013** | **TEST THREE ADMINISTERED TODAY.** Will cover all of the information in Chapters 9 – 12 and all lecture material from February 26, 2013 – March 26, 2013.  Manifest Destiny and the Scars of Sectionalism. Read Chapter 13, “Sectional Conflict and Shattered Union, 1848 – 1860,” pages 320 – 350. | **NOV 18th, 2013 TEST THREE ADMINISTERED** |
| **Nov 25th, 2013** | Antebellum America. The Road to the Civil War. Origins of the Civil War. Read Chapter 14, “A Violent Choice: Civil War, 1861 – 1865,” pages 352 – 382. |  |
| **Dec 2nd, 2013** | **PAPER TWO IS DUE**. The Civil War.  The Civil War from 1861 – 1865.  Read Chapter 15, “Reconstruction: High Hopes and Shattered Dreams, 1865 – 1877,” pages 386 – 412. Read “Antebellum Virginia Reconsidered,” by Daniel Crofts, posted on Blackboard. | **DEC 2nd, 2013**  **PAPER TWO DUE** |
| **Dec 9th, 2013** | The Civil War and Reconstruction. Final Exam Review.  In preparation for today’s class, please read the article, “Civil War and Reconstruction on a World Stage” by Ed Ayers, posted on Blackboard. |  |
| **Dec 16th, 2013** | **FINAL EXAM: SATURDAY DECEMBER 16th, 2013, 9:00 AM** | **DEC 16th, 2013**  **FINAL EXAM** |

### Blackboard and Course Communication

All of the PowerPoint presentations and course materials which can be posted as electronic files will be put on Blackboard prior to or immediately after class is held. Students should review and be familiar with all of the information posted to Blackboard – whether that information has been specifically reviewed in class or not.

The best way to contact me is via cell phone. My number is posted at the beginning of the course syllabus. It is best to reach my by text message or e-mail. Please identify yourself in your first text message so I’ll know how to respond. I will check my TCC e-mail account regularly, but you will probably get a faster response by contacting me via phone.

# Course Policies

**1. Attendance Policy**: All students are expected to be present and on time at all scheduled class and laboratory meetings. Instructors are not required to admit a student who arrives late to the classroom. A student who adds a class or registers after the first day of classes is counted absent from all class meetings missed.

If a student is absent more than 15 percent of scheduled instructional time, attendance may be defined as unsatisfactory. This calculation includes absences occurring during the add/drop period. See also the Withdrawal Policy in this syllabus for more information. Per the college’s attendance policy, faculty has the right to develop a more stringent policy as well. Students who do not attend or participate in class by the deadline to drop for tuition refund may be deleted from the course.

***In practice this means that any student who misses three classes will have a significant deduction from his or her class participation grade. A fourth cut will result in a zero for class participation – a mandatory deduction of 25% from your final grade. Any student missing more than four classes will fail the course.***

**2. Late Work/Make-up Exam Policy**: Papers should be submitted either in person or electronically by the start of the day’s lecture – 4:30 PM – on the due date. Late papers will be penalized by a 1/3 letter grade for each day they are late. For example, an A-paper submitted one day late would receive a grade of A-. The same paper received three days late would be awarded a “B.” Papers submitted more than ten days late cannot be awarded a passing grade.

Should a student miss one of the four scheduled tests during the semester, he or she will need to arrange a time to make up the test – not during a lecture – with the professor. The make-up exam may be significantly different in format than the test administered to bulk of the class. Students unable to produce and document a significant reason for their absence from the original exam will be penalized a full letter grade (10 points) for taking the test late.

**3. Statement on Classroom Behavior**: TCC is committed to maintaining a social and physical environment conducive to carrying out its education mission. Therefore, all members of the TCC community are expected to demonstrate standards for civility.

* Be moderate in speaking. Loud, obscene, argumentative, or threatening speech is disruptive to teaching and learning and is offensive to others. It has no place in an academic setting.
* Resolve any disagreements in a positive, non-combative manner. Request the assistance of college authorities if needed.
* Show respect for the comfort of others in an educational setting by observing acceptable standards for personal cleanliness and dress.

**4. Electronic Devices Policy:** Cell phones, pagers, and other communication devices are prohibited from use in classrooms, laboratories, and libraries, unless authorized by the appropriate faculty or staff. Although soundless communication devices such as cell phones and pagers are permissible in classrooms, college offices, and/or meeting rooms, they must not be answered during class.

**5. Disposition of Classes for Emergency Shutdown of the College:**

*In the event of an emergency shutdown of the college, the president and her executive staff may elect to conclude the term in session if eighty-five percent or more of that term has been completed. If the term in session is concluded, faculty shall compute final grades of students based on coursework completed at that point.*

### Grade Policy

**Graded Assignment: Weight: Date of Assessment:**

Test One 10 % September 23rd, 2013

Test Two 10% October 21st, 2013

Paper One 15% November 4th, 2013

Test Three 10% November 18th, 2013

Paper Two 15% December 2nd, 2013

Final Exam 15% December 16th, 2013

Class Participation 25% Cumulative

Final grades are made available to each student within the Student Information System (SIS) now web delivered via MyTCC or SIS. Based on the progression of the course, the grade distribution for each assignment may change. However, if changes are made, I will notify students in a timely manner and in writing.

# Academic Policies

Students are responsible for being aware of the policies, procedures, and student responsibilities contained within the current edition of the TCC *Catalog* and *Student Handbook*. Students should familiarize themselves with the college's policies regarding misconduct and inclement weather found in the *Student Handbook*.

### Withdrawal Policy

Students who wish to withdraw without academic penalty should contact a counselor to determine the appropriate procedure. Withdrawals through completion of 60 percent of a session will result in a **W** grade. After 60 percent of a session is completed, a withdrawal will result in a grade of **F** in a credit course or a grade of **U** in a developmental course, except under mitigating circumstances that must be documented by the instructor and approved by the academic dean. Dynamic session classes have unique refund and withdrawal dates. Contact a campus Enrollment Services Office for more information, or visit <http://www.tcc.edu/students/calendar/academic/Dynamic.htm>.

A student who drops after the last day to withdraw does not receive a "W." He/she receives an "F," in which case there is both an academic and financial penalty. A student who withdraws by the deadline faces a financial penalty, but not an academic penalty.

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| **September 9, 2013** | **Deadline to drop for tuition refund** |
| **October 31, 2013** | **Deadline to withdraw without academic penalty and to receive a grade of W for the course** |

### Academic Integrity

TCC will expect students to demonstrate personal and academic integrity, to be open to new ideas, and to share in a community where individuals from diverse backgrounds and cultures help one another grow intellectually, socially, and personally.

TCC expects students to achieve, not just to get by. And while many caring and talented faculty and staff are here to help, students must take responsibility for their own learning. Students should strive for a high level of academic performance and to be responsible, contributing citizens within the college and in outside communities. Above all, TCC wants students to develop a love of learning that will last a lifetime, along with a life-long interest in maintaining emotional and physical wellness.

### Statement on Plagiarism and Academic Misconduct

Academic misconduct includes, but is not limited to, the following actions: cheating on an examination or quiz—either giving or receiving information; copying information from another person for graded assignments; using unauthorized materials during tests; collaboration during examinations; buying, selling or stealing examinations; arranging a substitute for oneself during examinations; substituting for another person, or arranging such a substitution; plagiarism—the intentional or accidental presentation of another’s words or ideas; collusion with another person or persons in submitting work for credit in class or lab, unless such collaboration is approved in advance by the instructor.

Faculty members who have reliable evidence of academic misconduct will (1) investigate the matter, and (2) review the facts of the matter and the proposed penalty with the appropriate academic dean. They may then take one or more of the following actions:

* Require the work to be accomplished again
* Give no credit for the test, paper, or exercise
* Assign a grade of **F**, **U**, or **W** for the course
* Refer the matter to the campus Dean for Student Services or designee for possible disciplinary sanction through the college’s disciplinary procedure

If the faculty member chooses to refer the matter to the campus Dean for Student Services or designee for disposition, the Plenary Disciplinary Procedureshall be followed, and the student’s dismissal from the college is a possibility.

### Educational Accessibility (Formerly Disability Services)

Students who have documented, diagnosed disabilities, and who need special accommodations for tests, etc., are advised to see the Educational Accessibility Disabilities Services staff in Student Services so that the instructor may be notified of what accommodations are appropriate in each case. Requests for accommodations should be made to the designated campus Educational Accessibility counselor at least 45 days before classes begin. Documentation must be provided to support the need for accommodations.

For assistance with disabilities, contact the campus Educational Accessibility Counselor/Provider or the Coordinator of Educational Accessibility Services: call 822-1213, visit Student Services/Development, or visit the Educational Accessibility webpage at <http://www.tcc.edu/students/specialized/disabilityservices/index.htm>

### Emergency Procedures

In the event of a bomb threat, tornado, or fire, students and staff may be asked to evacuate the building or move to an internal assembly area location within the building. Evacuation routes are posted in each classroom. The map indicates the route to the internal assembly area as well as the route to the nearest exit and location of the Emergency Assembly Area. Students should review the maps and make sure that the exit route and assembly location for the building are clearly understood. If you will require assistance during an evacuation, let your instructor know at the end of the first class.

Tidewater Community College uses TCC Alerts to immediately contact and inform faculty, staff and students of a major crisis or emergency. TCC Alerts delivers important emergency alerts, notifications, and updates via:

* Email account (work, home, other)
* Cell phone
* Pager
* Smartphone/PDA (BlackBerry, Treo & other handhelds)

When an incident or emergency occurs, authorized senders will be instantly notified via TCC Alerts. TCC Alerts is a personal connection to real-time updates, instructions on where to go, what to do, or what not to do, who to contact, and other important information. New users may also register by sending a text message to **411912** keyword: **TIDEWATER.** To cancel the service, text **TIDEWATER STOP** to **411911**.

# Student Success Resources

The following resources are available to TCC students. See the *Student Handbook* or visit <http://www.tcc.edu/forms/handbook/> for more information about student services and locations.

### Library

A library is located at each TCC campus and at the Visual Arts Center. These libraries are intended for research and study, and they contain materials in print and digital format to support the courses, curricula, and mission of the college. The research materials include books, newspapers, magazines, journals, DVDs, streaming media and an extensive collection of indexes, abstracts and full-text databases. Faculty members may place materials on reserve in the libraries for their students. Visit this site for more information: [www.tcc.edu/library/](http://www.tcc.edu/library/)

### Academic Support Services

Each campus provides various kinds of academic assistance. One-on-one tutoring, math and computer labs, and other forms of individual and group assistance may be available. Students can also find free help for writing, from short questions about commas and comma splices to a comprehensive review of research papers in progress, in the Writing Centers.

### Online Help Desk

Visit the following Distance Learning Resources for Students website for information about computer skills, technical support, library services for online students, and much more: <http://www.tcc.edu/students/dtls/>

### Important Websites

* College Website: [www.tcc.edu](http://www.tcc.edu)
* Blackboard and Student E-mail: <https://tcc.my.vccs.edu/jsp/home.jsp>
* Student Handbook: <http://www.tcc.edu/forms/handbook/>
* TCC *Catalog*: <http://www.tcc.edu/forms/catalog/>
* Class Schedule: <http://www.tcc.edu/schedule/> (or log-in to SIS for current course offerings)
* Academic Calendar: <http://www.tcc.edu/students/calendar/academic/index.htm>
* Distance Learning Resources: <http://www.tcc.edu/students/dtls/>
* For current financial aid information and assistance, visit <http://www.tcc.edu/students/finaid/> or <http://studentaid.ed.gov/>.

I have read the syllabus and understand all policies and guidelines explained to me.

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Student Signature Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_